DOCUMENT RESUME

ED 258 376 EC 172 745

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TITLE Opportunities After High School for Persons Who Are Severely Handicapped.
INSTITUTION American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Mar 85
GRANT G00840350l
NOTE 12p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Definitions; Educational Resources; *Employment Opportunities; Federal Legislation; Leisure Time; Postsecondary Education; Recreational Activities; Residential Programs; *Severe Disabilities

ABSTRACT

The paper, intended for parents and families of severely handicapped persons as well as for service providers and others, examines postsecondary opportunities for severely handicapped persons. A review of the legal background (primarily P.L. 94-142--the Education for All Handicapped Children Act--and the Rehabilitation Act of 1973) is followed by a discussion of the definition of severe handicaps. Opportunities are summarized according to vocational (adult day programs and supported employment), educational (community college and adult education), recreation/leisure (including Special Olympics and local community recreation and parks departments), and residential opportunities (such as group homes with 24-hour supervision and semi-independent living situations). A note on future directions emphasizes the importance of coordination at local, state, and national levels. (CL)

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Opportunities After High School for Persons Who are Severely Handicapped

INTRODUCTION

Many severely handicapped youth are "aging out" of high school and looking for opportunities to join their peers in further education, employment and leisure activities. New ideas for how this can be accomplished are beginning to yield positive results. As is the case for nonhandicapped students, it is important that the options available to severely handicapped individuals provide meaningful activities that will enhance the quality of life in adulthood.

During the past several years, those involved in planning services for handicapped persons have become increasingly aware of the specific needs of the severely handicapped population. Efforts to provide services for this group have intensified for several reasons. Deinstitutionalization efforts have integrated hundreds of thousands of severely handicapped adults into the community. In addition, the first generation of students served by the Education for All Handicapped Children Act (PL 94-142) are graduating and new postsecondary activities are being developed that offer meaningful, regular, and age-appropriate activities for these persons. However, the new programs are just beginning and only exist in a few locations.

Unfortunately, the activity of students who have been accustomed to regular, individualized, education during school age years is often halted soon after graduation due to lack of services, lack of coordination among relevant service delivery agencies, and/or long waiting lists for services that do exist. Studies have shown in some areas that as many as twenty-three percent of the students who graduated from 1976 to 1981 and required some adult day program at graduation were still waiting for such services up to five years later (see reference #1)! A final reason for focusing upon individuals who are severely handicapped is that a substantial amount of research conducted within the last two decades demonstrates that severely handicapped persons are capable of performing meaningful work in the competitive labor force.

This paper is intended for parents and families of persons who are severely handicapped as well as human service providers, educators, funding sources, governmental entities, employers, and advocates. Its purpose is to provide information about the vocational, educational, recreational and residential opportunities available to persons who are severely handicapped. The legal background for these positive changes will be detailed, several examples of current opportunities will be identified and a selected resource list is included at the end of this paper. Suggestions for future directions are made to stimulate more ideas and generate increased advocacy activity.

This HEATH paper is designed to respond to the growing number of inquirers who ask the question, "My son/daughter has had the benefit of an appropriate education through the school-age years. What can we do to assist our child into a productive adulthood?" This paper augments the series of HEATH fact sheets that are available on other postsecondary issues for a variety of disability groups. The HEATH Resource Center will continue collecting and disseminating information about opportunities after high school for the severely handicapped population and requests that additional information be sent to HEATH so that this fact sheet can be updated periodically, and shared with inquirers.

LEGAL BACKGROUND

With the enactment of the Education of the Handicapped Act in 1975 and its subsequent amendments (Public Law 94-142 & 98-199) the basic right to a free public education was guaranteed for all individuals who are handicapped. This legislation dramatically changed the delivery of public education, lives of handicapped individuals and their families, and societal attitudes towards individuals with handicaps. Other legislation, especially regulations implementing Section 504 of the Rehabilitation Act of 1973 has helped individuals who are handicapped by addressing physical, attitudinal and programmatic barriers in institutions which receive federal funds. These legislative efforts have afforded handicapped individuals greater opportunities then ever before to participate, contribute, and function fully in our society.

The strong advocacy networks, nonprofit organizations, parents and families, governmental officials, and consumers who fought for the establishment of rights for handicapped persons in previous years are continuing. Although changes in the past fifteen years have

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been vast, many believe that much more needs to be done: multitudes of capable handicapped persons are not yet fully functioning members of society, and for one group especially—the severely handicapped—the need to develop services and options that will afford them basic rights throughout their lifetime is necessary.

DEFINITION–SEVERELY HANDICAPPED

For the purposes of this paper the following definition of severely handicapped individuals used by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), in the Education of The Handicapped Act regulations will be utilized.

> Severely handicapped refers to persons who, because of the intensity of their physical, mental or emotional problems, need highly specialized educational, social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. The term includes persons who are classified as seriously emotionally disturbed (including schizophrenic), autistic, profoundly and severely mentally retarded, and those with two or more serious handicapping conditions, such as the deaf-blind, mentally retarded-blind and the celebral-palsied deaf.

It is important to note that there are a variety of definitions for severely handicapped individuals utilized by the government. These definitions are usually related to eligibility requirements for particular services. For example, two other governmental entities charged with providing services to handicapped people are the Rehabilitation Services Administration (RSA), which provides for vocational rehabilitation services and the Social Security Administration (SSA) which provides for disability benefits. The OSERS definition used in this paper primarily deals with cognitive impairments while RSA and SSA include both cognitive impairments and others. RSA and SSA services relate specifically to an individual's employability whereas the OSERS' definition encompasses services that are necessary to maximize a person's full potential, including employment. Contact your local social security office and vocational rehabilitation office for details of their definitions, eligibility criteria, and programs.

VOCATIONAL OPPORTUNITIES

Adult Day Programs

Currently, the predominate "vocational" service available to severely handicapped individuals after high school is the adult day program. The term adult day program is also synomous with such terms as developmental centers, therapeutic activities centers, day treatment programs, and work activities centers. Historically, these programs were started by chapters of the Association for Retarded Citizens, Easter Seal Society, Goodwill Industries, and/or parent groups, and grew through volunteer efforts. Today these programs are generally supported by federal and/or state funds and are operated by private, nonprofit corporations governed by a volunteer board of directors. A state survey recently conducted indicated the following about adult day programs. The goal of most adult day programs is to maximize the potential of individuals served so that they may become more independent. The specific services usually offered in the programs include developing basic skills, training in living, social, and recreational skills, and prevocational training. Prevocational training can include a wide variety of activities including work sample activities as well as arts and crafts, but *actual work for pay is not performed.* Participation in paid work activities is not required and is actually forbidden in a few states. (Individuals attending work activities centers do *perform some work for pay* but receive very minimal earnings. The average wage is about one dollar per working day [U.S. Department of Labor, 1979]). The adult day program is often viewed as the first level of a continuum of services, and therefore emphasizes preparatory activities designed to assist the individual to advance to the next level (see reference #2). The continuum begins with adult day programs and proceeds in order to sheltered workshops or other work training programs, and finally, competitive employment. Within the continuum, individuals are expected to progress through the various levels. Placement within each level is usually based upon a person's potential to be employed and the individual's productivity. The emphasis in the programs at the lower levels of the continuum (i.e. adult day programs, and work activity centers) is to increase a person's independence and tolerance for work. People do not advance to sheltered employment or competitive employment until they have demonstrated mastery in the level below. Individuals who advance to sheltered employment perform a variety of subcontracted tasks and are usually paid on a piece-rate basis. It is generally assumed that an individual employed at a sheltered workshop is capable of producing at, at least, 50% of the industrial norm. The norms are generally established through time studies using the minimum wage as a standard. Therefore, individuals in sheltered workshops are paid at least one-half of the minimum wage, or more, depending upon their productivity.

Studies show that this delivery system is not working as well as it could for severely handicapped individuals. Researchers have demonstrated that despite the appealing stepwise logic of the continuum of services, adult day programs have often become indefinite placements for many severely handicapped individuals. Movement to other programs is minimal (see reference 3 & #4). In "Community Programs for Severely Handicapped Adults: An Analysis of Vocational Opportunities," the authors state that failure to provide either paid work or rapid placement in more work-oriented service appears to conflict both with research on the vocational capacity of severely handicapped people and with expressed values of professional and advocacy groups (see reference #2).

Supported Employment

In response to this situation, other model programs are being developed that provide vocational opportunities for severely handicapped persons to participate in meaningful work and interact socially in the community. The newest concept and service option operating today in a few states is **supported employment**.

Supported employment is defined in the Developmental Disabilities Act of 1984 and the regulations under the 1984 Amendments to the Education of the Handicapped Act and the Rehabilitation Act in the following way:

> **Supported employment** means paid employment which (i) is for persons with developmental disabilities for whom competitive employment at or above the minimum wage is unlikely and who, because of their disabilities, need intensive ongoing support to perform in a work setting; (ii) is conducted in a variety of settings, particularly worksites in which persons without disabilities are employed; and (iii) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training, and transportation.

As reported in "Supported Employment" the adult day program service model emphasizes the issue of readiness: a need for the individual to develop skills and overcome disabilities so that he or she can enter vocational rehabilitation and employment at some future time. Rather than emphasizing a need for readiness preparation, those advocating for supported employment emphasize instead a need for support while working and the long term cost effectiveness of this approach. *The concept of supported employment is to provide immediate opportunities for work and community participation while providing whatever level of support is needed by an individual to participate in these opportunities* (see reference #5).

Several supported employment models have been developed by the **University of Oregon's Specialized Training Program** and they are briefly described in the following section. Each of these models has been designed for replication in other communities, and is supported by operations manuals, staff training guides, implementation procedures, and program evaluation protocols. The following descriptions have been extracted from "Four Supported Employment Alternatives." For more detailed information on these models, please refer to reference #6 in the reference section of this paper.

The **benchwork model** is designed to provide employment in benchwork assembly for individuals who have severe handicaps and require considerable long-term support in order to achieve work outcomes. The specific nature of these handicaps typically involves severe and profound mental retardation.

This model shares some features with traditional sheltered workshops, but is also different in several ways. Like sheltered workshops, work in the benchwork model is performed in the program's own workspace, thereby reducing the opportunities for social integration. Secondly, successful employment depends entirely on the program's ability to secure an adequate supply of contract work.

The benchwork model is different from sheltered workshops in that it serves individuals who generally would not be served in a sheltered workshop and the number of individuals served is smaller than the number served in a sheltered workshop. In addition, it is designed to specialize in a single commercial area rather than subcontract jobs from a variety of businesses. Also, the wages received by those employed in this model are significantly higher than the wages earned by people in work activity centers. Specifically, the data indicate that worker wages average twice the national averages for people in work activity centers (see reference #6).

In the benchwork model, small, single purpose, not-for-profit corporations and/or companies procure contact work from electronics and related industries. Large capital investments are not required to begin operations and the space and equipment needs are minimal initially. To begin, commercial space is leased and a small number of highly qualified supervisory staff are employed by the nonprofit corporation. In this model, 15 handicapped individuals receive intensive training and supervision on contracted tasks, and a staff to worker ratio is maintained at 1:5. The staff members provide the business management needed to operate the company as well as the direct support services needed by the employees. The ongoing support services provided in the benchwork model include individual training on contract tasks; individual training on community integration activities near the workplace; continuous supervision and behavior management intervention to maintain and increase work rates; and supervision and behavior management intervention to develop and maintain appropriate social behaviors.

Although nonhandicapped assemblers work as peer employees when the volume of work permits, this model has fewer opportunities for social integration than the other three models and is only considered appropriate for individuals with severe handicaps who require long-term support in order to achieve work outcomes.

The **mobile crew model's** business focus is on building and grounds maintenance services. Working from a van rather than a building, a crew of five individuals with handicaps spends the working day performing service jobs in community settings. A mobile crew is set up as a small, single purpose business rather than as an extension of a large organization with many purposes. A general manager (who provides direct service to the employees and the management functions for operating the mobile crew) is responsible for small crews which have one supervisor and approximately five employees per crew.

Data shows that mobile crew employees generally earn approximately $130 to $185 per month. The employees travel throughout the community while performing their jobs and this model provides for constant physical integration with the nonhandicapped sector.

The **enclave model** is a group of individuals with handicaps who are

trained and supervised among nonhandicapped workers in a regular industry or business. In this model, workers with severe handicaps perform work tasks within a host electronics company but may remain employees of a nonprofit organization which provides support to the individuals.

A specially trained supervisor provides the training and supervision of production tasks for approximately eight workers. Payment for work performed is commensurate with pay to others within the company doing the same type and amount of work. The amount of integration with other workers in this model is high. The enclave workers perform their tasks along side others doing the same work, unless grouping the enclave workers is needed to enhance training and supervision. In addition, enclave workers are trained to use the company's cafeteria and take work breaks at the same time as other workers.

The **supported jobs model** focuses on placing and supporting adults with severe handicaps in individual jobs in a local community. Sometimes considered a competitive placement, supported jobs model is a supported employment model because it builds in long term support as part of the model.

In the Supported Jobs Model, a nonprofit community agency is funded on the same basis as a day or work activity program, however all of the individuals served work in regular community jobs. Professional staff members locate available jobs within the community, match and train individuals for the jobs, and provide ongoing and regular support. Initially, staff members provide training and support services on a 1:1 staff/worker ratio continuously throughout the day, and then gradually reduce the amount of time as the worker becomes more independent in completing the tasks.

Workers receive commensurate wages for the work performed. Where applicable, a less-than-minimum wage certificate is obtained for the employer. The workers placed using this model are highly integrated in their jobs and communities.

Since 1978, the **Rehabilitation Research and Training Center (RRTC) at the Virginia Commonwealth University** has placed 167 persons with mental retardation, most of whom were labeled severely handicapped, into part and full time competitive employment using a supported work model of employment services. Prior to becoming involved in RRTC's program, almost half of the individuals placed were either not attending any day program or were enrolled in an adult day program: the remaining participants were employed in sheltered workshops or attended public school. Most of the placements were made with employers who represent primarily service occupations such as custodial and laundry work, and food services in hotels, hospitals and restaurants. With the supported model, professional staff from RRTC provide individualized and intensive assistance to the individual who is handicapped in 1) making the placement, 2) providing job site training and assessment, and 3) engaging in long-term follow-up support as needed. *This program has demonstrated that with adequate support, persons with mental retardation can function successfully in unsubsidized competitive employment.* The individuals placed through RRTC's program were paid at least minimum wage, and worked independently after receiving the necessary support services in integrated work settings. Developed initially through a state grant, the program is now funded by the National Institute of Handicapped Research, U.S. Department of Education.

These models and others have primarily been established through grants from the U.S. Department of Education. In addition to Virginia and Oregon, other states currently involved in supported employment demonstration grants include: Washington, Vermont, Illinois, Massachusetts and Ohio. Although these programs are in place in only a small number of states, the important point is that they are successful and can be replicated.

Also, the models described in this paper are only a sample of the supported employment possibilities. The authors of "Four Supported Employment Alternatives" believe that there is an infinite array of supported employment strategies and structures that combine a particular kind of work opportunity with a particular method of ongoing support. Community development of supported employment programs requires adaptation to local employment opportunities and individual service requirements (see reference #6).

Advocacy Strategies for Supported Employment

Advocates for supported employment believe that for meaningful outcomes to be achieved for individuals with severe handicaps, the focus on adult day services must shift from perpetual preparation for the future to employment with ongoing publicly funded support (see reference #5). The current adult day programs that emphasize personal and social skills do not necessarily have to be eliminated, but other vocational options that include paid work must be developed. Advocates for the rights of severely handicapped persons insist on the development of new and innovative work alternatives. In "Supported Employment," the authors suggest the following three ideas for advocates to focus on in implementing local supported employment initiatives. *First, service developers must search out employment opportunities in every possible aspect of the labor market. Second, incentives for employers to participate in supported employment programs must be developed. Third, the link between public policies for human services and economic development must be reviewed carefully* (see reference #5).

Studies have shown that supported employment is cost effective in the long run. Although the individuals who are placed in jobs using supported employment models earn an unsubsidized wage, the support services which make that possible need to be subsidized. Intensive, individualized, ongoing training tends to be expensive, but supported employment advocates contend that it is less expensive than total public support. A review of six supported employment programs in Oregon and Washington found that they cost **20 percent less** than traditional day

activity programs (see reference #7). The individuals placed through RRTC's supported employment program described earlier in this paper averaged earnings of $4,500 per year—almost equaling the public cost of maintaining a person in an activity center. Follow-up data on the RRTC program showed that the cost of training was recouped in four years, and estimated that during a lifetime a worker will earn more than $10 for every dollar spent in training. That person will also pay $530.00 in taxes per year.

In recognition of many of these factors, the U.S. Department of Education has developed a new supported employment initiative which will assist interested states in shifting from day activity programs to supported work models. A five million dollar grant competition will be announced in April '85 to set up supported work models in five or six states. The models will be geared to employing profoundly retarded persons now in adult day programs and each model must show cooperation between Vocational Rehabilitation agencies, State Offices of Mental Retardation/Developmental Disabilities and other state agencies in the funding plan. For further information, contact the U.S. Department of Education, Office of Special Education and Rehabilitative Services. See resource section.

EDUCATIONAL OPPORTUNITIES

Traditional postsecondary educational options for severely handicapped individuals are limited due to the nature of academic entrance and credential granting criteria in postsecondary institutions. The educational programs that do exist are, however, usually located within community colleges, or adult education programs, sponsored by local school districts. The programs generally focus upon developing community living skills and in some instances, vocational training. These programs do not include academic degree certification. Many of the educational activities available also provide leisure/recreation opportunities for persons who are severely handicapped.

Two examples of services for severely handicapped individuals located at Metropolitan State College in Denver, CO; and the Community College of Allegheny County in Pittsburgh, PA are described below.

The **College for Living at Metropolitan State College** was originally federally funded as a model program, and is now a bona fide department of the college. College for Living assists adults with developmental disabilities, including the severely handicapped, in learning community living skills through a low-cost program in a college setting. The College for Living is a department within the School of Community and Human Services, and evening courses are team-taught by student volunteer instructors each semester. Generally, volunteer instructors are students majoring in Human Services, Education, Psychology, or Therapeutic Recreation. These instructorships fulfill the requirement of spending time working in the community and relating the experience to classroom theory. Four semester hours of college credit are offered to students who volunteer to teach in the College for Living. The general course goals include obtaining and maintaining employment or training, increasing money management skills, and increasing body awareness and personal care skills. Besides the regular courses, other organized recreational activities such as over-night camping, horseback riding, fishing, and cultural enrichment activities have been offered. The cost for attending two classes per semester is $20.00. The College for Living has grown from serving 16 mentally retarded adults from a state institution to serving approximately 300 students per year. Courses are open to all persons who are handicapped. Due to the success of the program, over 30 other educational institutions across the nation now offer Colleges for Living. A "how-to" manual was developed by Metropolitan State College as well as a list of other sites. The manual and listing are available for national distribution (see resource section).

Since 1975, the **Community College of Allegheny County** (CCAC) has been offering a **Food Service Training Program** and **Janitorial-Housekeeping Training Program** for handicapped adults, many of whom are severely handicapped. Some of these programs are supported by the Department of Public Welfare and the Office of Vocational Rehabilitation. Tuition is required for these programs and usually paid for by the Office of Vocational Rehabilitation. Last year, CCAC received a grant from the Office of Vocational Rehabilitation and the Office of Mental Retardation to establish a **Human Service Aide Program** and after one year of operation, almost eighty percent of the students are competitively employed. The three programs are briefly described below.

The **Food Service Training Program** provides an appropriate setting for students to learn the skills necessary to obtain and maintain employment in the food service area. It is conducted at the Allegheny County Police and Fire Training Academy, where students learn by actively doing. Equipment at the facility is similar to that used in commercial establishments. While enrolled in this 30 week program, students assist in the noon meal for cadets in training and the academy staff. Using a task analysis training approach, specific skills training is provided in the following areas: sanitation procedures, equipment operation, job safety, basic food preparation, serving and bussing tables. Midway through the program, practicums ranging in length from four to six weeks are arranged at commercial sites. Placement assistance is then provided for the graduates, and when necessary, staff members train the individual on-site and provide regular follow-up services.

The structure of the **Janitorial-Housekeeping Services** is the same as the Cleaning Service Program. The program is conducted at a hospital and apartment complex in the Pittsburgh area. Specific skills training is provided in the areas of equipment operation, floor and rug care, window washing, job safety, etc.

The **Human Service Aide Program** is designed to provide persons who are mentally retarded with the skills

necessary to obtain a job as an aide in a human service agency such as a geriatric day care center and/or nursing home. The training curriculum is flexible and includes four specific occupational areas. They are 1) companion, 2) home attendant, 3) nurses aide, and 4) program aide. The program is conducted at a service management center in Pittsburgh which coordinates community services for elderly persons.

The Community College of Allegheny College also offers a series of continuing education programs for mentally retarded adults. The college offers classes in the community along side their regular continuing education classes in three major areas: 1) classes which stress the development of motor skills and language skills, as well as an introduction to new experiences, in sports and fine arts; 2) leisure learning classes which stress the development of independent living skills, self-awareness, safety, creative use of leisure time, community experiences and general information; and 3) community readiness programs which are intensive-training classes for selected students who need specific skills before making the transition from an institution to a community living program.

Life skills training for adults who are mentally retarded is part of the curriculum at such places as **Honolulu Community College,** Honolulu, HA; **Johnson Community College,** Overland Park, KS; **Milwaukee Area Technical College,** Milwaukee, WI; and **Highline Community College,** Midway, WA.

There are over 1200 community, junior and technical colleges throughout the country and thousands of school districts that are possible sites for similar programs. Since community colleges and adult education programs serve a wide range of community residents, they offer an age appropriate setting for individuals 18 and older. Although the programs outlined above are exclusively designed for individuals who are handicapped, physical integration on the college campuses and community education centers does exist. For further information regarding continuing education programs and/or vocational training programs for the severely handicapped, contact your local community college. For information on adult education programs contact your state director of adult education. (Write to HEATH for a state agency list which identifies the state adult education directors.) If your local institutions do not have such programs you may want to share with them this fact sheet and the resources it lists.

RECREATION/LEISURE OPPORTUNITIES

As mentioned in the section above, a variety of recreation and leisure activities are available to persons with severe handicaps through local community colleges and adult education programs.

Another program conducted internationally in recreation and sports training is **Special Olympics.** Special Olympics is sponsored by the Joseph P. Kennedy, Jr. Foundation, and its purpose is to contribute to the physical, social, and psychological development of mentally retarded persons who are eight years old and older. Special Olympics provides a year-round program of training, instruction, and participation in a wide range of sports and activities, including fall, winter, spring, and summer games. Individuals competing in the games are grouped into divisions according to their age and abilities. Contact Special Olympics, Inc., to obtain a list of special olympic programs in your state (see recreational opportunities in the resource section).

Local Community Recreation and Parks Departments is another source for recreation/leisure activities. Most communities offer a variety of activities such as art classes, exercise and sports programs, lecture series, travel programs, and special community events. Efforts are made to include individuals who are handicapped in existing community recreation programs, or if necessary, special programs will be developed.

In **Prince George's County, MD** the **Parks and Recreation Department** offers a Swim and Gym Program for severely handicapped individuals. The instructor/student ratio is 1:1 and the students learn to swim and participate in a variety of physical education activities. A Family Swim Time Program is also offered on a weekly basis for severely handicapped individuals and their families. In addition, a Recreational Arts Program is offered for severely handicapped individuals and it includes a variety of recreation events including swimming, drama, arts and crafts, cooking, and field trips.

Another unique program for handicapped individuals which incorporates educational, pre-employment experience, and recreational opportunities is **Mobility International, USA (MIUSA).** MIUSA is a national not-for-profit organization whose purpose is to promote and facilitate international educational exchange and recreational travel experiences for people with handicaps, including those with severe handicaps. Through MIUSA, handicapped persons can travel, study, or volunteer in another country while living with a host family. They sponsor international workcamps which provide volunteer opportunities for people of all ages and nationalities to work together on community projects throughout the world. MIUSA also sponsors an international correspondence program which provides people with the opportunity to make new friends through an exchange of letters.

International Christian Youth Exchange (ICYE) has recently received a grant from the U.S. Information Agency (USIA) which will increase participation in the ICYE international exchange by disabled youth in 1985-86. The grant is designed to expand exchanges with Germany, Italy, and Japan. In addition to funds for scholarship assistance, the grant provides for attendant care, equipment rental, and home accessibility expenses. (See resource section for information about these opportunities and other recreation/leisure opportunities.)

RESIDENTIAL OPPORTUNITIES

With the emphasis on community-based programs and deinstitutionalization, many persons who are severely handicapped are now living in the community. Similar to the traditional vocational service delivery system, community living for handicapped persons also has various levels of programming ranging from group homes with 24 hour supervision to semi-independent living situations with minimal supervision or no supervision.

Individuals living in a group home with a residential supervisor receive training in a broad range of community living skills including cooking, cleaning, managing money, leisure time, and participating in community recreational and social events.

Currently, the Department of Education is funding a variety of model demonstration programs designed to improve the delivery of services for persons who are severely handicapped. For example the **Center for Independent Living** and **Berkeley Planning Associates** in California are developing, implementing, evaluating, and disseminating information about model approaches for the improved delivery of independent living services. The models include increased knowledge and effective utilization of community resources, improved methods for establishing client goals and objectives for developing written plans, intensive service monitoring and follow-up, and improved services through inservice training.

Also, the Rehabilitation Services Administration, U.S. Department of Education established a national resource center for independent living. The goal of this project—**Indpendent Living Research Utilization** (ILRU)—is to improve the dissemination and utilization of results of research programs and demonstration projects in the field of independent living. The project staff serves independent living programs, federal, regional & state rehabilitation agencies, consumer organizations, educational institutions, and other organizations active in the field, both nationally and internationally. A variety of resource materials are available from ILRU. To find out about residential opportunities in your area contact ILRU and/or your local mental health/mental retardation agency. See residential opportunities in the resource section for additional information.

FUTURE DIRECTIONS

There are employment, educational, residential, and recreational opportunities for persons who are severely handicapped. The opportunities, however, are limited and frequently outdated, especially in the employment arena. The Education of the Handicapped Act and its amendments provides a necessary solution to the educational needs of all handicapped children. Twenty-one year old severely handicapped students, today, are more skilled and competent than their counterparts of ten years ago who did not enjoy the benefits of a free appropriate public education. Unfortunately, many people believe community and vocational services have not kept pace with education in the development of appropriate program approaches for adults after the school age years (see reference #8). Problems existing include inappropriate services, long waiting lists, and conflicting governmental policies and regulations governing benefits for handicapped persons. In order for persons with severe handicaps to participate fully as members of society, changes in our current service delivery systems need to occur.

For these changes to be effective, those pioneering in successful programs believe that increased dialogue about the service needs of severely handicapped individuals must occur between parents, school districts, vocational services providers, governmental agencies, educators, and researchers. These dialogues need to occur at the local, state, and national levels; and a system of coordinating approaches and successful models needs to be developed at all of these levels.

In some local communities, efforts have already been started to provide better services for severely handicapped persons after high school. For instance in Prince George's County, MD, outside of Washington, D.C., **PLANS—Planned Linkage Among Needed Services**—operates as a program of **United Cerebral Palsy** to help young adults with handicaps to make the transition from school to adulthood. PLANS service coordinators assemble information about the needs of young adults with handicaps and works with them and their families during the year before graduation.

Improving the transition from school to working life for all handicapped individuals has become a national priority of the federal government in response to the advocates in the nation. Approximately six million dollars has been allocated in 1984 for The Secondary Education and Transitional Services for Handicapped Youth Program to support research and demonstration efforts that assist handicapped youth in the transition from high school to postsecondary environments, such as competitive or supported employment. Examples of a few of the funded projects are briefly described below. The results of these initiatives may indicate additional opportunities, and will be reported in future HEATH publications.

The **Helen Keller National Center for Deaf-Blind Youth and Adults** has been awarded financial assistance to provide technical assistance to state educational agencies in making available to deaf-blind youth, upon attaining the age of 22, programs and services to facilitate their transition from education to employment and other services such as vocational, independent living, and other postsecondary services.

Project TRYAD administered by the Boston College Campus School and the Boston College, MA Division of Special Education and Rehabilitation, and funded by OSERS has as its purpose the development of a local, school-based transition process, which will enhance adult opportunities for

severely/multiply handicapped young adults following completion of school programs. In addition, parent/advocacy training and consultation is offered and several publications regarding transitional issues will be available in fall 1985.

Also funded by OSERS, the **Hawaii Transition Project** is sponsored by the Department of Special Education, University of Hawaii. The project will coordinate services provided by the Hawaii State Department of Education, the Department of Special Education, University of Hawaii, and a wide range of postsecondary training and employment environments. Some of the specific project outcomes will be: increased awareness of postsecondary options for handicapped students, increased family involvement in planning for transition, and facilitation of communication between secondary school classroom work and work-study experiences.

SUMMARY

All of these efforts are encouraging and should lead to more effective services for persons who are severely handicapped. It is important that parents and advocates explore their communities to find out if any groups exist to represent and serve the person who is severely handicapped. If not, groups can be developed utilizing existing examples of successful community advocacy actions and model programs. Organized groups can then approach agencies and suggest that they consider particular services.

Employment, education, residential environments, and social/recreation activities are important conditions in the lives of all adults. These conditions become crucial to high school graduates as they leave a structured school setting and enter into a more independent phase of their lives. Young adults need a variety of options and opportunities available to them so that they can make the best decisions about their work and personal life. Since it is well documented that many of the current service systems are not as effective as they could be, and since we do not have an adequate number of options for severely handicapped individuals graduating from high school, it is obvious that change must occur rapidly in order to avoid a crisis. Fortunately changes are occurring locally and it is significant that a national emphasis has been placed on transition and employment for persons who are severely handicapped. The time for service reform and advocacy is now.

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RESOURCES

Vocational/Employment and Transitional Services Opportunities

Administration on Developmental Disabilities
200 Independence Avenue, SW
Room 348F
Washington, DC 20201

Hawaii Transition Project
Department of Special Education
College of Education
1776 University Avenue
Honolulu, HI 96822

Helen Keller National Center for Deaf-Blind Youth & Adults
111 Middle Neck Road
Sands Point, NY 11050

MAINSTREAM, Inc.
1200 15th Street, NW
Washington, DC 20005

National Information Center for Handicapped Children and Youth
Box 1492
Washington, DC 20013

President's Committee on the Employment of the Handicapped
Washington, DC 20210

Project TRYAD
Boston College
Roberts Center, Room 213
Chestnut Hill, MA 02167

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284-0001

Rehabilitation Services Administration
Office of Special Education and Rehabilitative Services, ED
Switzer Building
330 C Street, SW
Washington, DC 20202

United Cerebral Palsy Association of Prince Georges County, Inc.
3901 Woodhaven Lane
Bowie, MD 20715

University of Oregon
Specialized Training Program
135 College of Education
Eugene, OR 47403-1211

U.S. Department of Education
OSEP/OSERS Supported Employment
400 Maryland Ave., SW
Washington, DC 20202

Education Opportunities

College for Living
Metropolitan State College
1006 11th Street
Denver, CO 80204

Community College of Allegheny County-Center North, Community Services Center
1130 Perry Highway
Pittsburgh, PA 15237

U.S. Department of Education
OSEP/OSERS Transition Services
400 Maryland Ave., SW
Washington, DC 20202

U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education Services
400 Maryland Ave. SW
Washington, DC 20202

Recreation/Leisure Opportunities

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091

International Christian Youth Exchange
134 West 26th Street
New York, NY 10001

Maryland National Capital Park & Planning Commission (Parks & Recreation Department – Prince Georges County)
6600 Kenilworth Avenue
Riverdale, MD 20737

Mobility International, USA
P.O. Box 3551
Eugene, OR 97403

North American Riding for the Handicapped Association, Inc.
P.O. Box 100
Ashburn, VA 22011

National Association of Sports and Cerebral Palsy
66 East 34th Street
New York, NY 10016

National Committee, Arts with the Handicapped
1825 Connecticut Avenue, NW
Suite 417
Washington, DC 20009

National Handicapped Sports and Recreation Association
425 13th Street, NW
Suite 502
Washington, D.C. 20005

National Parks Service
Division of Special Programs and Populations
Department of Interior
18th and C Streets NW
Washington, DC 20240

National Recreation and Park Association (National Therapeutic Recreation Society)
3101 Park Center
Alexandria, VA 22204

Special Olympics, Inc.
1350 New York Avenue, NW
Suite 500
Washington, D.C. 20005

Residential Opportunities

Center for Independent Living
2539 Telegraph Avenue
Berkeley, CA 94704

Center for Residential and Community Services
207 Pattee Hall
University of Minnesota
150 Pillsbury Drive, SE
Minneapolis, MN 55455

Independent Living Research Utilization Project
The Institute for Rehabilitation and Research
P.O. Box 20095
Houston, TX 77225

National Association of Private Residential Facilities for the Mentally Retarded
6269 Leesburg Pike, Suite B-5
Falls Church, VA 22044

National Council of Independent Living Programs
4397 Laclede Avenue
St, Louis, MO 63108

General Resources

American Coalition of Citizens with Disabilities, Inc.
1012 14th Street, NW
Washington, DC 20005

Association for Retarded Citizens-National Headquarters
2501 Avenue J
Arlington, TX 76011

Disability Rights Center
1346 Connecticut Avenue, NW
Suite 1124
Washington, DC 20036

National Society for Children and Adults with Autism
1234 Massachusetts Avenue, NW
Suite 1017
Washington, DC 20005-4599

TASH: The Association for Persons with Severe Handicaps
7010 Roosevelt Way, NE
Seattle, WA 98115

March 1985

This fact sheet was prepared by Carol A. Caparosa, HEATH Resource Associate. Many individuals assisted and reviewed this fact sheet during its development. The HEATH Resource Center extends special thanks to all those who helped, in particular, the following: Andi Farbman, Toni Haas, Jim Murphy, and Paul Wehman.

Opportunities After High School for Persons Who are Severely Handicapped has been prepared under Cooperative Agreement No. GOO84C3501 with the U.S. Department of Education. The contents do not necessarily reflect the views of the U.S. Government, nor does mention of organizations imply endorsement by the U.S. Government.

HEATH PUBLICATIONS LIST 1985

The *HEATH* Resource Center operates the National Clearinghouse on Postsecondary Education for Handicapped Individuals. *HEATH* is an acronym for Higher Education And The Handicapped. Support from the United States Department of Education enables the Center to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center gathers and disseminates this information so that disabled people can develop their full potential through postsecondary education and training if they choose.

FACTSHEETS

____ Access to the Science Lab and Classroom
____ Audiovisual Materials
____ Career Planning and Placement Strategies
____ Community Colleges—Concerns and Resources
____ Cost Effective Ideas *(for Administrators)*
____ Education Beyond High School—The Choice is Yours
____ Education For Employment *(Vocational Education)*
____ Financial Aid and Disabled Students
____ Hearing Impaired Students in Postsecondary Education
____ Learning Disabled Students in Postsecondary Education
____ Measuring Student Progress in the Classroom
____ Opportunities after High School for Severely Handicapped Persons
____ Strategies for Advising Disabled Students
____ Tax Incentives and Tax Benefits for the Employers of Disabled Persons
____ Vocational Rehabilitation Services—A Student Consumer's Guide

OTHER RESOURCES

____ *HEATH* Brochure
____ *HEATH* 1985-86 Resource Directory
Bulk copies of the Resource Directory are available, if you indicate specific use such as:
____ workshop
____ faculty development
____ parent center
____ conference
____ student resource room
____ other *(specify)*

____ Newsletter Subscription
____ Newsletter back issues as available
____ Federally Funded Programs for Disabled Students: A Model for Postsecondary Campuses *(monograph for administrators)*
____ State Agencies List (indicate which state)
_____

Single copies of *HEATH* materials are free to those who request them. Permission to duplicate *HEATH* materials is not necessary and is definitely encouraged. All *HEATH* publications are available on cassette from the Regional Libraries of the National Library Service for the Blind and Physically Handicapped.

Please mail back to the ***HEATH* Resource Center,** One Dupont Circle, Suite 670, Washington, DC 20036-1193.

Name _____

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_____

_____

Check the one that best identifies you.

____ Disabled Person or Advocate
____ Teacher/Instructor
____ Administrator
____ Counselor
____ Other *(specify)*

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THE HANDICAPPED
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One Dupont Circle, NW, Suite 670
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